


NATIONAL
LOUIS
UNIVERSITY
1888

Response to Intervention

Improving Education for ALL Students

An Institution of Higher Education (IHE) RtI Grant Presentation

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Agenda

- Background of RtI
- Components of Implementation
- Key Vocabulary
- State Law
- Student & Practitioner Perspectives
- Next Steps



IHE Partnership Grant Purpose

- September 2010 U.S. Dept. of Ed. Awarded ISBE 5-Year State Personnel Development Grant (SPDG).
- Goal: **Scale up implementation** of coordinated, statewide system of personnel development that will increase the capacity of school systems to establish and **use a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students**, including those with disabilities.

http://www.isbe.net/spec-ed/pdfs/SPDG_IHE_rfp.pdf

IHE Partnership Grant Objectives

1. Deliver research-based professional development, technical assistance, and coaching to increase the number of general and special education administrators, teachers, and other personnel, and parents who understand and implement a multi-tiered system of instruction, intervention, and assessment, resulting in improved student performance.
2. Increase the number of parents who participate and their level of participation in the educational decision-making process for their child across district sites.
3. **Increase** the number of IHE undergraduate and graduate educator preparation programs that **implement RtI content in their curricula**.
4. Refine and implement a comprehensive evaluation process to measure the **effectiveness of project activities**.

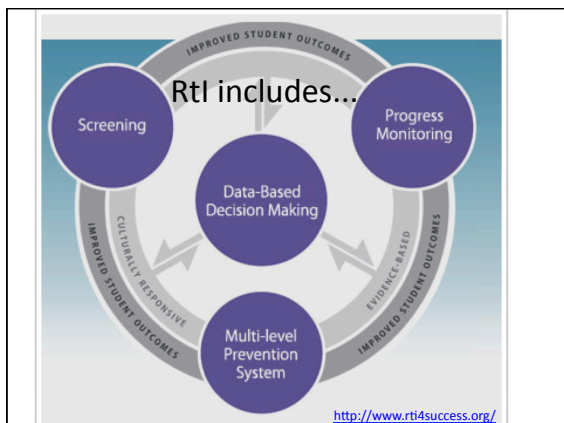
Institution of Higher Education Partnership

- Eastern Illinois University
- Loyola University
- **National Louis University—Madi Phillips, TAC**
- Northern Illinois University
- Western Illinois University
- Chicago State University
- Southern Illinois University—Carbondale (Co-Coordinator)
- Illinois State University (Project Evaluator)
- Southern Illinois University—Edwardsville (Co-Coordinator)

What is Response to Intervention (RtI)?

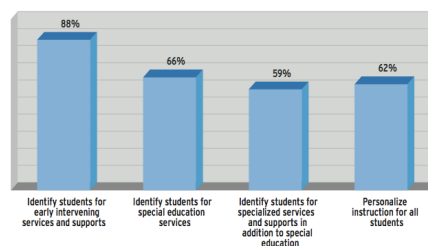
- Problem-Solving Model
- 3-Tiered Model
- Multi-Tiered System of Supports (MTSS)
- Data-Based Decision Making
- An Entitlement Process (IL Law for SLD)





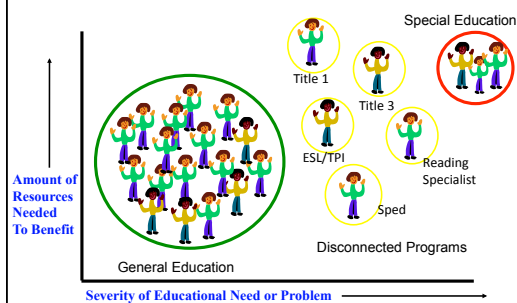
National 2011 RtI Implementation Report

Is your district using RTI to:

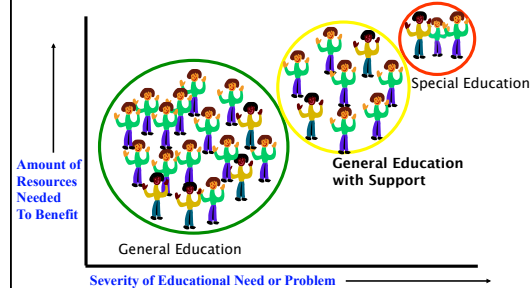


<http://learn.globalscholar.com/RTISurvey.html>

Without Response to Intervention (RtI)



The "Old" Problem Solving Heuristic

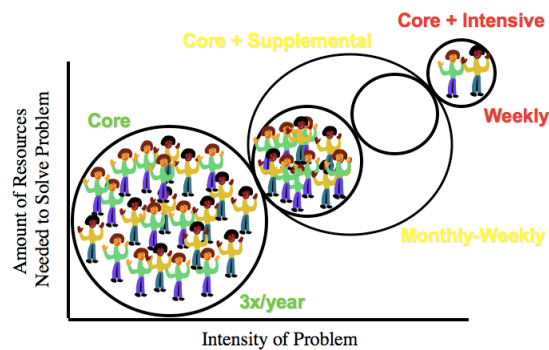


Our First Attempt at General Education with Support

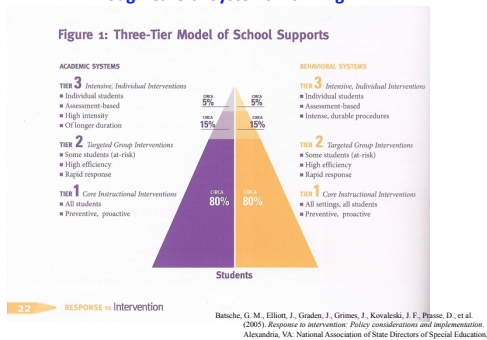
Why wasn't the Teacher Assistance Team (TAT) model effective?

- A *small subset of staff* was attempting to impact a *large group of students*.
- Did *not change* the *philosophical beliefs* of staff.
- Most staff saw this model as a "*hoop*" to jump through to get to sped.
- The "*neediest*" students were *not always referred*.
- *Sped & Gifted students* were usually *not discussed*.

Building a 3-Tier Service Delivery Model



The VISION: To Provide Effective Interventions to Meet the Needs of ALL Students Through Early and Scientifically Based Interventions Through Careful Systems Planning



Step 1: Schools begin their implementation by Building a Data System for the following purposes...

- Evaluate curriculum and instruction for each content area based on *student mastery of common core standards & "big ideas"* of the course.
- Identify students who have *basic reading and math skill needs*.
- Examine the 'big 5' graphs (i.e., average ODR's per day per mo.; location, time, problem behavior, student) that require behavioral intervention.
- Identify students at-risk for externalizing & internalizing behavior problems.



Purposes of Assessment

- Who has problems?
 - What Programming do students need?
 - Is our instruction working to fix the problem?
 - Are we doing meeting our district/building goals?
- Screening
Diagnostic
Progress Monitoring
Outcome/Accountability

Taken from Heartland AEA 11

Are Candidates Good Consumers of Evidence-Based Screeners?

NATIONAL CENTER ON RESPONSE TO INTERVENTION

WHAT IS RTI? IMPLEMENTING RTI RESOURCES COMMUNICATION STATE ASSISTANCE ABOUT US

Home

Screening Tools Chart

Subject: Grade: Filter:

Tools	Area	Classification Accuracy	Sensitivity	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Accuracy by Student Population	Administration & Scoring Time	Scoring Key	Score Range / Norms	Comments
Assess Learning Goals Progress in Math	Math	High	High	High	High	Group	35 - 45 Minutes	Computer Based	Yes	Yes
Assess Math	Mathematics	High	High	High	High	Group	35 Minutes	Yes	Yes	Yes
Assess English Language Arts	English Language Arts	High	High	High	High	Group	35 Minutes	Yes	Yes	Yes

<http://www.rti4success.org/resourceslanding>

How about the Different Types of Progress Monitoring Tools?

<http://www.rti4success.org/resourceslanding>

NATIONAL CENTER ON RESPONSE TO INTERVENTION

WHAT IS RTI? IMPLEMENTING RTI RESOURCES COMMUNICATION STATE ASSISTANCE ABOUT US

Home

Progress Monitoring Tools

View the Progress Monitoring Mastery Measures Tools Chart

Subject: Grade: Filter:

Tools	Area	Reliability of the Performance Level Score	Validity of the Performance Level Score	Disaggregated Reliability, Validity, and Classification Accuracy by Student Population	Administration & Scoring Time	Scoring Key	Score Range / Norms	Comments
Assess Learning Goals Progress in Math	Math	High	High	High	Group	35 - 45 Minutes	Computer Based	Yes
Assess Math	Mathematics	High	High	High	Group	35 Minutes	Yes	Yes
Assess English Language Arts	English Language Arts	High	High	High	Group	35 Minutes	Yes	Yes

NATIONAL CENTER ON RESPONSE TO INTERVENTION

WHAT IS RTI? IMPLEMENTING RTI RESOURCES COMMUNICATION STATE ASSISTANCE ABOUT US

Home

Progress Monitoring Mastery Measures

View the Progress Monitoring General Outcome Measures Tools Chart

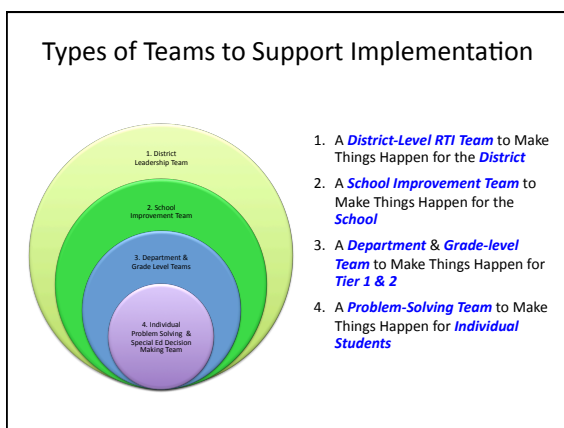
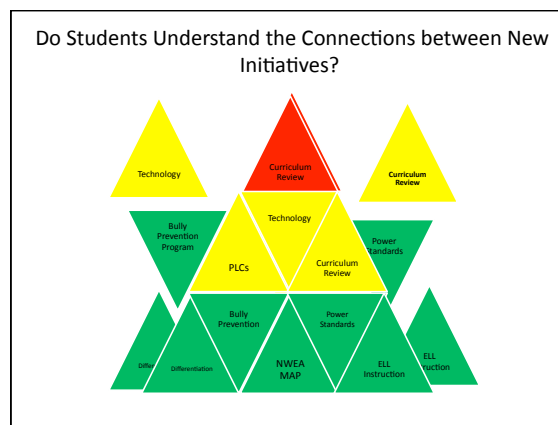
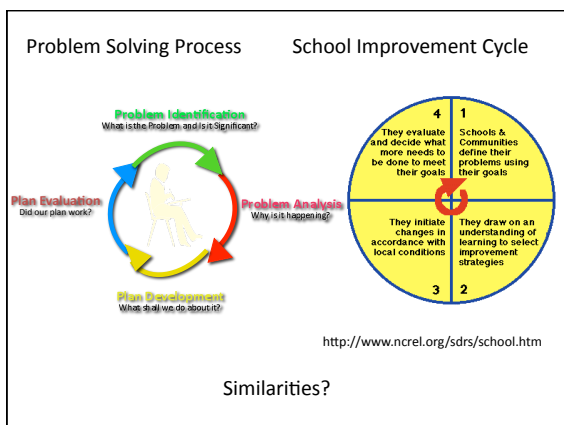
Subject: Grade: Filter:

Tools	Area	Reliability	Validity	Disaggregated Reliability and Validity Data	Comments
Assess Learning Goals Progress in Math	Math	High	High	High	Yes
Assess Math	Mathematics	High	High	High	Yes
Assess English Language Arts	English Language Arts	High	High	High	Yes

Do Our Students Understand the Purposes of Assessment?

Essential components	Screening (Problem Identification)	Diagnostic (Problem Analysis)	Progress Monitoring (Plan Development & Implementation)	Outcome/Accountability
Reading				
Behavior				

Taken from Heartland AEA 11



Step 2: Schools continue their implementation by Building Tiered Instruction and Programming

- Based on results of academic & behavior data...
- Consider enhancing Tier 1 Programming **FIRST!**
- Create or enhance Tier 2 support.
- Ensure students receiving Tier 2 & 3 programming also receive the core daily.

What is scientifically based research?

SBR is "... research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs."

No Child Left Behind Act of 2001

Individuals with Disabilities Education Improvement Act 2004

What does Scientifically-Based Mean?

- It means that programs have evidence of efficacy established through carefully designed **experimental studies**.
- It means that programs has been **shown to work with** students of similar demographics and needs.
- The **tools used to collect outcome data** were objective and technically adequate.
- It means studies have been **published in peer-reviewed journals** and described in enough detail that others are able to **replicate the procedures**.

Scientifically-Based Programming

ies INSTITUTE OF EDUCATION SCIENCES
<http://ies.ed.gov/ncee/wwc/>

WHAT WORKS CLEARINGHOUSE

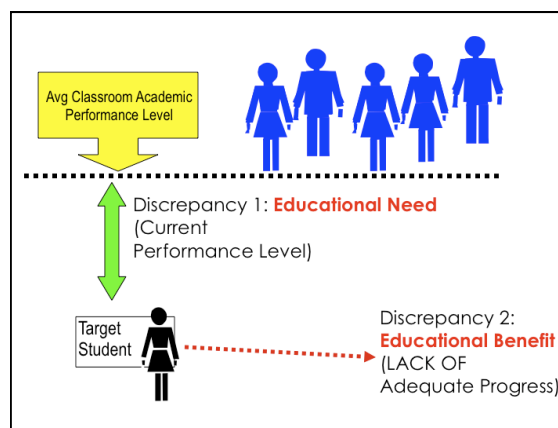
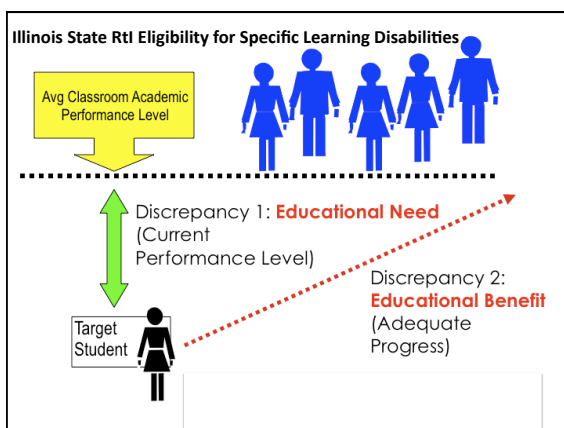
DOINGWHATWORKS
 research-based education practices online
<http://dww.ed.gov/>

Best Evidence Encyclopedia
 Empowering Educators with Evidence on Proven Programs
<http://www.bestevidence.org/>

NATIONAL CENTER ON RESPONSE TO INTERVENTION
<http://www.rti4success.org/instructionTools>

Examining Program Implementation Integrity

1. Teacher self-report/implementation logs:
 - Teacher or parent may be interviewed regarding steps followed during intervention or keep a log of the steps implemented
2. Ratings scales:
 - Written step-by-step intervention plan can be used as a checklist & implementer would complete checklist
3. Direct Observation:
 - Of teacher or parent behavior could be conducted periodically during intervention
4. Permanent Products:
 - Teacher/student created products that would demonstrate the intervention components were implemented



Important Sources for State Law & Guidelines

Zirkel, P.A., & Thomas, L.B. (2010). State laws for RTI: An updated snapshot. *TEACHING Exceptional Children*, 42(3), 56-63.

Zirkel, P.A., & Thomas, L.B. (2010). State laws and guidelines for implementing RTI. *TEACHING Exceptional Children*, 43(1), 61-73.

Illinois Provided No Intensity, Frequency, or Duration for Interventions

Table 3. State RTI Recommendations and Requirements for Duration of Intervention

Tier	Characteristic	State Recommendations (by Guidelines)	State Requirements

Note: State Requirements column indicates provisions in law except as noted below. The 27 states did not have applicable provisions in law or guidelines: AL, AR, CA, CO, DC, GA, HI, IL, IN, IA, KY, LA, MI, MT, NV, NH, NJ, NC, ND, OH, OR, PA, RI, SC, TX, UT, VT, WI, and WY.

Table 4. State RTI Recommendations/Requirements for Intensity and Frequency of Interventions

Tier	Intensity and Frequency of Intervention	State Recommendations (by Guidelines)	State Requirements

Note: State Requirements column indicates provisions in law except as noted below. Twenty-four states did not have applicable provisions in law or guidelines: AL, AR, CA, CO, DC, GA, HI, IL, IN, IA, KY, ME, MN, MO, NE, NV, NJ, NC, ND, OH, OK, SC, WI, and WY. RD = reading.

Zirkel, P.A., & Krohn, N. (2010). RTI after IDEA: A survey of state laws. *TEACHING Exceptional Children*, Jan/Feb, 71-73.

Illinois Provided No Time Frame for Universal Screening

Table 5. Frequency of Progress Monitoring and Decision Rules for Tier Progression

Tier	Characteristic	State Recommendations (by Guidelines)	State Requirements
1	Universal screening \pm 3 times per year—generally fall, winter, and spring	AL, AK, AZ, CO, CT, FL, ID, IA, KS, KY, MD, MA, MI, MT, NE, NH, NM, NY, ND, OR, RI, SC, TN, TX, UT, VA Specified academic area for screening: GA (RD and math) MI (RD) Exceptions to time frame for screening: LA (decreasing 3-5 times/year) CA, IL, IN, NV, VT (no time frame provided for screening)	ME, MN, OR, PA, SD, WA, WV Specified academic area for screening: DE (RD & math)

Zirkel, P. A., & Krohn, N. (2010). RTI after IDEA: A survey of state laws. TEACHING Exceptional Children, Jan/Feb, 71-73.

Progress Monitoring Recommendations: Tier 2 & 3

Monthly or bi-monthly progress monitoring	ME, ND Specified additional criteria for monthly or bi-monthly PM: AK (≥ 2 times/month; ≥ 8 data points) IL, RI, WA (≥ 2 times/month) IN, TX (≥ 1 time/week) KS (every 2-3 weeks; 3-6+ data points) MA (≥ 1 bi-monthly) NH, NY, VA (2 times/month)	Specified additional criteria for monthly or bi-monthly PM: PA, SD (≥ 2 times/month) WV (every 2-3 weeks; ≥ 6 data points)
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Table 5 Continued

Tier	Characteristic	State Recommendations (by Guidelines)	State Requirements
3	Weekly progress monitoring	FL, ME, MA, ND, RI, TX, UT Specified additional criteria for weekly PM: AK, AZ, IL, IA, NY, VA (≥ 1 time/week) DE, CT, MS, IL (2 times/week) CO, GA (1-3 times/week) NE (1-2 times/week; ≥ 24 sessions; ≥ 6 data points - tns) NV (1-5 times/week) OR (1-2 times/week - tns) VA (≥ 1 -2 times/week)	DE Specified additional criteria for weekly PM: MO (≥ 1 time/week; ≥ 6 data points - tns) PA, SD, TN (≥ 1 time/week) WV (2-3 times/week; ≥ 6 data points)

Zirkel, P. A., & Krohn, N. (2010). RTI after IDEA: A survey of state laws. TEACHING Exceptional Children, Jan/Feb, 71-73.

Illinois Requirements for SLD

Table 1. State Laws Regarding SLD Eligibility Determination, September 2009

State	Basis for Determination			Source Citation/Reference	Comments
	RTI	SD	Other		
ID	▲	▲		http://www.sde.idaho.gov/SpecialEducation/manual.asp	*Effectively binding via delegation under § 109 in http://adm.idaho.gov/administration/cules/cidms08/0203.pdf
IL	▲*	+		IL. ADMIN. CODE tit. 23, § 226.130	*Deadline of 9/1/10
IN	▲	●	▲*	11 IN. IND. ADMIN. CODE 7-40-30g & 7-41-12	*"Via "pattern"
IA	▲	▲?	▲	IOWA ADMIN. CODE r. 281-41.309	*"SEA guidelines: "accepted standards" but not IQ
KS	▲	▲?	▲?	KAN. ADMIN. REGS. § 91-40-10	*"Via "pattern"

Zirkel, P. A., & Krohn, N. (2010). RTI after IDEA: A survey of state laws. TEACHING Exceptional Children, Jan/Feb, 71-73.

For Further Information about Illinois Implementation...

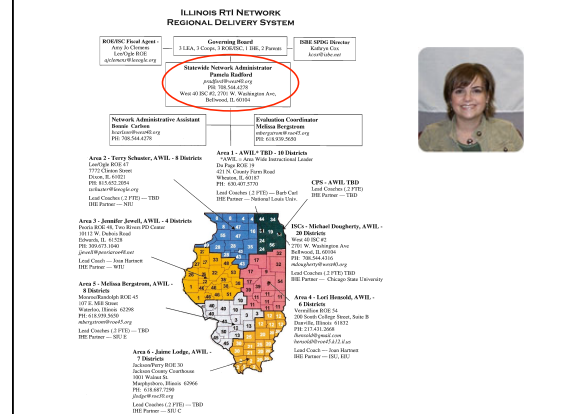
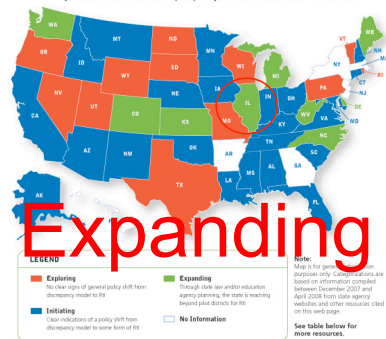
Illinois Response to Intervention (RTI)

- State Personnel Development Grant: Illinois RTI Network Request for Proposals (RFP) - Application Closed
- Items of Interest
 - CSDEP has released a PowerPoint presentation that provides some guidance on the use of federal funds to support response-to-intervention initiatives. This guidance clarifies how Title I, as well as Title II funds for English-language learners and Coordinated Early Intervening Services funds under IDEA, may be used to support "targeted interventions and progress monitoring in an RTI model without violating the program's" "fiscal rules." The presentation, implementing RTI Using Title I, Title II, and CIES Funds: Key Issues for Decision-makers, is available at this.csedep.org/documents/thiscsedep.pdf
- NASDSE RTI Blueprints Now Available
 - District and School Building Level RTI Blueprints are now available from NASDSE. Go to the NASDSE Website homepage at www.nasdse.org and look under "What's New for details. These blueprints can be downloaded for free and print copies are available for only \$50 plus shipping costs.
 - The Illinois State Response to Intervention (RTI) Plan
 - State Plan for Looking Up Response to Intervention
- Illinois Response to Intervention (RTI) District Self-Assessment Template
 - With the development of the State RTI plan, the next step for the stakeholder group was to develop a district self-assessment template. The stakeholder group reviewed self-assessment tools from multiple technical assistance projects, such as ASHPE, PBIS, and CHOICES. Additionally, the group reviewed RTI self-assessment tools from several different states.
 - The purpose of this self-assessment template is to assist districts in determining their initial readiness toward implementation of RTI to meet the learning

http://www.isbe.net/RTI_plan/default.htm

Where is Illinois with RtI?

Response to Intervention (RTI) Implementation Across the U.S.



Response to Intervention from a Practitioner's Point of View

- Is really **school improvement** that includes:
 - High quality, **research-based curricula, instruction and interventions**;
 - **Assessment** to determine student needs; and
 - Collaborative **problem solving** to make educational decisions.

Essential Tasks Required of School Staff Today



- *Analyze and interpret* various types of data to determine needs at the school, grade and student levels.
- *Collaborate with colleagues* in a team structure and *problem solve* how to improve student outcomes.
- *Engage parents* as partners in education, rather than just involve them in the process.
- *Communicate, teach and assess* core academic standards and social emotional learning standards within the classroom and within the school.
- *Engage* in ongoing *professional learning*.

Background Knowledge and Skills

- **School Culture and Climate:**
 - General Education and Special Education Law
 - Systems Change
- **Research-based curricula, instruction and interventions:**
 - Curriculum for Academics, including the Common Core and Social/Emotional Learning Standards
 - Explicit Instructional Strategies and Practices to Teach Academics and Behavior
 - Tenets of applied behavior analysis



Background Knowledge and Skills

- **Assessment:**
 - Different purposes of assessments
 - Basic understanding of statistics
 - Analyze data
- **Problem Solving:**
 - Strong communication skills
 - Collaborative teaming
 - Data Based Decision Making



Critical Beliefs Underlying Job Roles and Responsibilities

- ALL children can learn.
- Everyone is responsible for the learning of ALL students.
- Ongoing professional development is essential to student success.
- Two heads are better than one.
- What is taught is just as important as how it is taught.
- All behavior, no matter how simple or complex, serves a function or purpose.

A Student's Perspective



- Rtl is more a way of thinking rather than just a part of school.
- Prepares candidates for how to best support the students they will work with.
- Knowing Best Practice before entering a school system.

A Student's Perspective



- Schools in Illinois already have RtI in place and are looking for candidates who can fit into their systems.
- Employers are looking to see that candidates are knowledgeable about evidence-based practices.

Illinois School-Based ASPIRE Grant included an IHE Checklist

The checklist consisted of the sections as shown in Table 1 below.

Table 1. Sections of the IHE Checklist

Section	Number of Items	Weight
1. How does your program prepare pre-service students to participate in three-tier problem solving models and Response to Intervention?	12	10%
2. How does your program prepare pre-service students to participate in universal screening and problem identification as part of this model?	6	5%
3. How does your program prepare pre-service students to implement scientifically-based reading instruction as part of this model?	6	5%
4. How does your program prepare pre-service students to implement scientifically-based progress monitoring in a three-tier model?	6	5%
5. How does your program prepare pre-service students to participate in effective problem solving teams?	6	5%
Total	36	30%

Rating scale based on the rating scale referenced in Table 2.

Table 2. Rating Scale for the IHE Checklist

Rating	Description
1	Not at all implemented
2	Partially implemented
3	Mostly implemented
4	Fully implemented

A higher rating indicated that the institution included problem solving, RtI, and early intervention.

Notes:

As stated in the administration steps listed above, after completing the syllabi review, the ASPIRE staff contacted the NCATE director to conduct a follow-up interview. Interview questions were provided on the last page of the IHE Checklist. The ASPIRE staff recorded responses to the interview questions in the space provided.

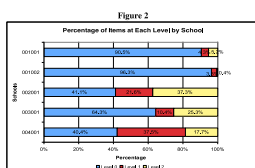
After reviewing the two to three syllabi provided by a program, the reviewer wrote a note describing the data collected, then contacted the IHE representative and asked the following questions:

- How does your program prepare pre-service students to participate in three-tier problem solving models and Response to Intervention?
- How does your program prepare pre-service students to participate in universal screening and problem identification as part of this model?
- How does your program prepare pre-service students to implement scientifically-based reading instruction as part of this model?
- How does your program prepare pre-service students to implement scientifically-based progress monitoring in a three-tier model?
- How does your program prepare pre-service students to participate in effective problem solving teams?

Table 3. Syllabi Received (by types of course)

IHE	Special Ed.	School Psych.	Admin.	Gen. Ed.	Early Childhood	Reading	Secondary Ed.	Elem. Ed.
001001	12	6			6			9
001002	6	6			6	6	6	
002001	1							
003001	4	3	3					
004001	1		2	2				

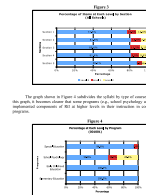
The graph in Figure 2 below displays the overall implementation level of each university. These data show that 002001 implemented components at a higher level than the other universities, with 75% of items at Level 2. Accordingly, 37% of the items from all sections were evident in the syllabi submitted by 002002. However, 002001 also submitted the fewest number of syllabi and only those from special education classes, which may have influenced these outcomes.



The following graph in Figure 3 subcategorizes the content into the five basic sections of the IHE Checklist that are listed in Table 1. The graph illustrates that all sections were implemented to some degree. Universities implemented the topics of the three-tiered problem solving model and RtI more often than the other sections; however, all sections had more than 75% of the items at a Level 0, indicating no evidence of a majority of the components involved in RtI in course syllabi.

2010 IHE Checklist Report

<http://www.luc.edu/cseil/ihe/aspiresourcesforcoordinator.shtml>



Interview.

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- How does your program prepare pre-service students to implement scientifically-based progress monitoring in a three-tier model?
- How does your program prepare pre-service students to participate in effective problem solving teams?

Next Steps: Evaluate Your Program's Content using the IHE Checklist

Future Documents Available to NLU Programs

Domains of Educational Practice for Higher Education Teacher Preparation

Multi-Tiered Model

Data-Based Decision Making

Problem-Solving Process

Curriculum and Instruction

Classroom Environment

Collaboration

Professional Attitudes and Beliefs

Future Alignment Document

[illegible]

Questions?

